

DEPARTMENT: TECHNOLOGY EDUCATION	COURSE TITLE: WOODWORKING TECHNOLOGY I COURSE NUMBER: 522A
GRADE(S): 9-12	PRE-REQUISITES (IF ANY): NONE

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Introduction	3 days	<ul style="list-style-type: none"> • Definition of what the Woodworker is and what role he/she plays in the world • Definition of a craftsperson and how to develop the attitude of a craftsperson. • Introduced to the classroom and lab facilities • The Teacher and what role he or she has played in the wood industry and how they received their knowledge of the subject. • Jobs and professions related to the wood industry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss the use of items made of wood and develop a list of how their lives interact with the wood industry. • Demonstrate what a craftsperson is by listing other examples they see in their daily live. 	<ul style="list-style-type: none"> • Class participation • Discussions of the wood industry and the development of a list of wooden items • Class participation • Lists of qualities of craftsperson and of jobs and professions. 	STE-4, 9/10, 1.1
Safety	4 days, plus ongoing reinforcement throughout the course.	<ul style="list-style-type: none"> • eacuation procedures and the location of safety equipment specific to the classroom as well as similar public buildings • Personal safety devices • How industry deals with safety • The Material Safety Data Sheet (MSDS) system • Danger areas around and on machines for both operators • The ARHS Safety Manual. • OSHA safety in the workplace. 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify personal safety devices and why they should be worn • Demonstrate the proper evacuation of the classroom and lab in an emergency They will be able to • Explain the use of the safety devices specific to the wood lab • Follow proper safety rules while working in the lab • Describe what a MSDS is used for and how they might benefit from this understanding • Demonstrate proper and safe working habits in the lab. 	<ul style="list-style-type: none"> • Written quiz or test on safety rules and procedures in the lab, industry and the home workshop • Observation of the adherence to the safety guidelines as outlined in the ARHS Safety Manual • Written Safety Test 	STE-4, 9/10, 7.2
Shaker peg board Project	2 weeks	<ul style="list-style-type: none"> • 3 view orthographic. • Choice of lumber • How to square a board • Use of tools in woodworking • The basics of using an oil finish and the 	<p>Students will:</p> <ul style="list-style-type: none"> • Sketch and draw • Compare samples of lumber and choose the most suitable • Use the tools discussed to 	<ul style="list-style-type: none"> • Observation of selected materials • Critique of squared board • Checks for quality and accuracy of drilling and 	STE-4, 9/10,2.1 STE-4, 9/10, 1.2, 1.4, 1.5

		different types of wood finish.	<p>square and edge the back board of the Shaker peg rack</p> <ul style="list-style-type: none"> • Drill holes for the pegs and screws in the peg board back • Use the brush and wipe method of finish application 	<p>measuring</p> <ul style="list-style-type: none"> • Checks for quality of finish. 	
The origins of furniture style and design	3 days	<ul style="list-style-type: none"> • Periods of furniture style and design. (The Shaker style and evolution) • The Design process and evolution. 	<p>Students will:</p> <ul style="list-style-type: none"> • Recognize Shaker lines and style • Use the design evolution to explain the production of a household item of their choice. 	<ul style="list-style-type: none"> • Oral presentation of the design evolution. 	STE-4, 9/10,7.4
Making a bent oval box	10 days	<ul style="list-style-type: none"> • The origins of round and oval boxes. 	<p>Students will:</p> <ul style="list-style-type: none"> • Layout and create the bending patterns to make a box • Use the formula to find the circumference of a circle and an oval • Use the band saw and all the related safety 	<ul style="list-style-type: none"> • Checks for quality and accuracy. 	M- 8.M.3 STE-4,6,8,2.1,2.2
Final project: Shaker reproduction bench or candle stand	Balance of the term	<ul style="list-style-type: none"> • Drawing and reconstruction of a reproduction piece 	<p>Students will:</p> <ul style="list-style-type: none"> • Cut mortise and tennon peg joints half lap and wedge tennon joints. • Taper legs • Glue and clamp wood and use the proper abrasives to finish a project • Distress wood and specialty finishing 	<ul style="list-style-type: none"> • Comprehensive evaluation of the final project • Test on the use of formulas and related math 	M- 8.M.3, 8.M.4, 10.M.2 STM-4, 9/10,7.2 STM-4, 6-8, 1.4, 2.1